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ABSTRACT

This booklet contains samples of forms used to evaluate, monitor, and document activities of the 12th Cycle Norfolk Teacher Corps Project at Norfolk State College (Virginia). The forms are contained in five sections: (1) evaluating inservice teachers and teacher interns (five forms); (2) monitoring parent aides (one form); (3) evaluating community projects (six forms); (4) reviewing inservice activities (four forms); and (5) obtaining feedback on project materials (one form). The purpose and use of each sample form is described. (FG)

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12th Cycle
Norfolk Teacher Corps Project

Forms For Feedback, Evaluation, and Documentation

by

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INTRODUCTION

This booklet, Forms for Feedback, Evaluation and Documentation, contains samples used by the 12th Cycle Norfolk Teacher Corps Project in implementing program activities. The information presented is organized under the following headings:

- *Evaluating Teachers - Preservice and Inservice*
- *Monitoring Parent Aides*
- *Evaluating Community Projects*
- *Documenting Inservice Activities*
- *Reviewing Projects Materials*

Each sample form is introduced with a description that tells what it is and how it may be used. The complete document from which each sample form is taken may be secured from the 12th Cycle Norfolk Teacher Corps Project.

Self-Evaluation Form
for
Intern's Performance and Progress
on
Observation and Participation Skills

This evaluation form is utilized to facilitate the mastery of observation and participation skills involving teaching and related activities. The form is completed daily or quarterly by the Intern and discussed with the Team Leader to determine the progress made toward mastery of the specified observation skill. Based on the information received the Team Leader assigns the Intern for the next observation or series of observations.*

**A list of observation skills may be obtain from the 12th Cycle Norfolk Teacher Corps Project.*

Self-Evaluation Form
for
Intern's Performance and Progress
on
Observation and Participation Skills

Name of Intern _____ *Date*_____

Directions: In the appropriate space describe skills and competencies practiced and mastered which relate to Phase I of the Internship experiences (observation of and/or participation in teaching and related activities).

Evaluating Teachers-
Preservice and Inservice

PROGRESS SHEET

Internship

Name _____

Date	*Number of Observations*	*Grade Levels and Resource Personnel Observed*	*Observation Skills Identified*	*Observation and Participation Skills Practiced/Mastered*	*Resources Prepared Procurred and/or Used*

How would you rate your progress toward mastery of observation skills on the following rating scale?

Overall Rating

Low *High*

1 2 3 4 5

Comments:

Rating Scale
for
Affective Teaching Skills

This form is a rating scale to facilitate interns' progress toward affective aspects of teaching skills. It is used to initiate interns in the evaluation process which is expanded upon in the sample from the Competency Based Evaluation Guide for Teachers, included in a latter section of this document (page 9). The development of self evaluation skills is the focus of the "Rating Scale for Affective Teaching Skills."

Rating Scale For Affective Teaching Skills

Classroom Teacher _____

Intern _____

Date _____

Area	Competency	Low 1	2	3	4	High 5
1. Language and Communication	1A Demonstrates command and use of correct spoken and written language.					
	1B Exhibits habits of utilizing appropriate vocabulary for children that one works with.					
	1C Demonstrates appropriate vocabulary for students.					
2. General Physical Health and Vitality	2A Evidences vitality and stamina. Practices good health habits.					
3. Interpersonal Relationships	3A Demonstrates excellent rapport with students.					
	3B Use effective verbal and non verbal modes of communication.					
	3C Demonstrates a respect for students' ideas and feelings.					
	3D Encourages each student to develop a positive self-image.					
	3E Is an effective facilitator.					
	3F Establishes desirable professional relationships with faculty.					
	3G With nonteaching staff					
	3H With parents.					
	3I Is sensitive to class reactions; uses positive reinforcement.					
	3J Inspires students to be curious, and encourages students to have a desire for learning.					
	3K Manifests a high degree of interest, drive, and energy appropriate to the situation.					
	3L Demonstrates a positive approach (mental emotional) to teaching.					

Team Building Rating Scale

The Team Building Rating Scale is utilize continuously after formal group interactions to evaluate and improve group dynamics. Periodic use of this form by each member of the team provides necessary feedback for increasing the effectiveness of the group process among the team members.

Team Building Rating Scale

Rate each statement:	Low 1	2	3	4	High 5

The Team:

_____A. Has a clear understanding of its purpose, objective or goal.

_____B. Makes progress toward goals with a maximum of efficiency.

_____C. Is able to look ahead and plan ahead.
(They are able to estimate job completion.)

_____D. Has achieved a high degree of intercommunication which gives the feeling of togetherness.

_____E. Strives to accomplish the tasks as well as possible as a group.

_____F. Provides for sharing of leadership responsibilities, making all members feel they are part of the group.

_____G. Provides an atmosphere in which members freely express their feelings and points of view.

_____H. Strives to solve difficulties in personal relationships which must be worked out before members are free to cooperate effectively with one another.

_____I. Has a high degree of cohesiveness or solidarity but not to the point of stifling individuality.

_____J. Makes intelligent use of the differing abilities of its members.

_____K. Knows what is necessary to get the job done and sticks to issues which are vital.

_____L. Is not dominated by its leader or any other member of the group. Each one knows what must be done and does it.

COMPETENCY BASED EVALUATION GUIDE FOR TEACHERS

The Design of the Guide

Introduction:

This evaluation guide was first prepared in 1973 by the staff of 8th Cycle Norfolk Teacher Corps Project. Since then it has been revised during the 10th and 12th Cycle Projects based on the feedback received from the field; it still represents an evolving, developing instrument rather than a finished product. For the purpose of this guide, the term TEACHERS is used to refer to preservice (interns or student teachers) and inservice teachers.

The evaluation guide for teaching and related competencies includes those skills and behaviors, knowledges and understandings, attitudes and interests of teachers which are considered an essential part of teaching effectiveness. The areas of teaching and related competencies covered in this guide are those which relate to the following categories of general teaching skills:

(1) the instructional programs and processes

(2) classroom management and logistics

(3) professionalism and

(4) the exceptional child

Format:

Each page of this guide lists one teaching or related competency. Following the statement of competency, certain elements of consideration are listed to serve as indicators for determining the level of mastery for that particular competency. Using these indicators as a checklist, teachers themselves can gauge their own performance and progress. The external evaluators have also been identified on each sheet; their judgment is considered essential in evaluating teachers' performance and mastery. At least two of these external evaluators must verify teacher's progress and mastery of the competency stated on each sheet.

Supportive Evidence:

Space is provided on each of the competency-statement sheets for evaluator(s) to list date in support of their judgment that the desired competency has or has not been mastered by checking the appropriate indicators, such as, anecdotal records, observation of performance, progress data and/or other sources of evidence which evaluator(s) may want to list in support of their evaluation and judgment.

Performance Criteria:

To determine whether a teacher has attained mastery of a competency, the following criteria must be met:

1. *Teacher must receive a score of three(3) on the performance scale on each of the competencies listed in this guide.*

2. *Teacher must obtain an average score of four(4) or better on the performance scale on all competencies included in this guide.*

3. *At least two of the external evaluators from those listed in the boxed column on each sheet must verify the mastery of each competency by the teacher.*

If the minimum score of three(3) is not achieve, evaluators may enter the date of evaluation, and may list under column E (and/or on back of page if more space is needed) suggestions, identifying procedures/conditions which the teacher may use as a guide for further practice and mastery.

The five-point performance scale (column D) represents a continuum of progress on each competency included in this guide. The attainment of mastery on all teaching and related competencies is to be determined mainly on the basis of consistently demonstrated skills, behaviors and/or attitudes by teachers. The evaluator(s)' professional judgement based on a long-term observation of teacher's performance should be brought to bear in determining the mastery of each of these competencies. The evaluators may evaluate teachers periodically, and enter the date(s) of such evaluations; but they should sign their names only when in their judgment, the teacher has met the above-mentioned performance-criteria of mastery for each competency.

Part I: The Instructional Program and Processes

This area includes planning and diagnosing, prescribing and implementing as well as assessing and learning activities and materials for use with children in the elementary school. A sample form follows

SAMPLE FORM

1.04 Teacher _____ *School* _____

A. *Competency/Objective Statement:*

Teacher has demonstrated that he has identified achievement of a number of pupils in certain specific areas of the curriculum.

B. *Indicators of Mastery (Situations, techniques, activities):*

Teacher has demonstrated mastery of this competency as follows:

-Used (list details on back of page)
-.Special standardized tests
.Informal tests, inventories
.Focused observation
.Other

-Number of pupils diagnosed
-Various grade levels
-Areas in which evaluative instruments developed and used

C. *Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:*

Others (specify)

D. **Mastery level attained and demonstrated:*

Low *High*

1 2 3 4 5

/ / / / /

Performance Rating Scale

E. *Evaluator's Comments and Suggestions:*

_____

_____

Date(s) of Evaluation _____ _____

_____ _____ _____ _____ _____

Evaluated by: (check)
___ *Team Leader*
___ *LEA Coordinator*
___ *College Supervisor*
___ *Community Coordinator*
___ *Cooperating Teacher*
___ *Parent*
___ *Principal*
___ *Teacher trainee*
___ *Other (Specify)*

_____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

**Minimum level of mastery on each competency is Level three(3) on rating scale.*
***An aggregate of Level four(4) or better on all competencies in this guide is required.*
****Evaluator should sign only when desired mastery level has been attained by intern.*

Part II: Classroom Management and Logistics

This category involves demonstration by teacher trainees of effective skills and attitudes relative to the management of classroom discipline and control. This area also includes arrangement of physical facilities and provisions, performance of clerical routines and record keeping, as well as other related general class management responsibilities. This category involves demonstration by teacher trainees of effective skills and attitudes relative to the management of classroom discipline. A sample form follows

SAMPLE FORM

2.05 Teacher _____ *School* _____

A. *Competency/Objective Statement:*

Teacher intern is able to perform management and clerical tasks associated with instruction.

B. *Indicators of Mastery (Situations, techniques, activities):*

Teacher has demonstrated mastery of this competency as follows:
-Maintains records of growth and development of learners
-Prepares reports summarizing requested statistical and other data
-Orders supplies, materials and equipment on time
-Performs clerical duties
-Collects and transmits funds received
-Others

C. *Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:*

Others (specify)

D. **Mastery level attained and demonstrated:*

Low *High*
1 2 3 4 5
/ / / / /
Performance Rating Scale

E. *Evaluator's Comments and Suggestions:*

_____

_____

Date(s) of Evaluation _____ _____

_____ _____ _____ _____ _____

Evaluated by: (check)
_____ *Team Leader*
_____ *LEA Coordinator*
_____ *College Suprevisor*
_____ *Community Coordinator*
_____ *Cooperating Teacher*
_____ *Parent*
_____ *Principal*
_____ *Teacher trainee*
_____ *Other (Specify)*

_____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

**Minimum level of mastery on each competency is Level three(3) on rating scale.*
***An aggregate of Level four(4) or better on all competencies in this guide is required.*
****Evaluator should sign only when desired mastery level has been attained by intern.*

Part III: Professionalism

This area encompasses competencies which include skills and attitudes for effective interaction with pupils, parents, co-workers, supervisors and others. Also, included are matters related to teachers' continuing professional growth, expanding areas of interests and commitment, as well as observance of professional ethics. A sample form follows

SAMPLE FORM

3.06 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he is receptive to the evaluation and criticisms of supervisors and administrators, and that he takes positive actions to improve his teaching and related skills based on criticism and suggestions received.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:
-Takes notes of suggestions and follows up with improvement procedures and actions
-Keep records of criticisms offered and makes plans to overcome areas of deficiency
-Uses self-evaluation techniques for continuous self improvement
-Others (specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low				High
1	2	3	4	5
/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

_____

_____

Date(s) of Evaluation_____ _____

_____ _____ _____ _____ _____

Evaluated by: (check)
_____Team Leader
_____LEA Coordinator
_____College Suprevisor
_____Community Coordinator
_____Cooperating Teacher
_____Parent
_____Principal
_____Teacher trainee
_____Other (Specify)

_____

1._____
Signature of Evaluator

2._____
Signature of Evaluator

3_____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.
**An aggregate of Level four(4) or better on all competencies in this guide is required.
***Evaluator should sign only when desired mastery level has been attained by intern.

Part IV: The Exceptional Child

In this part, teachers are expected to demonstrate competencies, including knowledges and skills, behaviors and attitudes which are necessary for meeting in the regular classroom settings the learning and behavioral needs of children with exceptionalities. A sample form follows

SAMPLE FORM

4.03 Teacher _____ School _____

A. Competency/Objective Statement:

Prepare and conduct individual learning prescr ptions and activities for specific pupils to meet certain specified needs based on diagnosis and assessment.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:
-Areas of Instruction: Reading ___; Math ___; Language arts ___; Social behaviors ___; Other _____
-Setting(s): Individual pupil ___; Two pupils ___; Five pupils ___; Ten pupils ___; Other _____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

-Commercial materials, goals (enter lists on reverse side)
-Teacher-made materials (enter lists on reverse side)

Others (specify)

D. *Mastery level attained and demonstrated:

Low High
1 2 3 4 5
/ / / / /
Performance Rating Scale

E. Evaluator's Comments and Suggestions:

_____

_____

Date(s) of Evaluation _____ _____

_____ _____ _____ _____ _____

_____

Evaluated by: (check)
_____ Team Leader
_____ LEA Coordinator
_____ College Supervisor
_____ Community Coordinator
_____ Cooperating Teacher
_____ Parent
_____ Principal
_____ Teacher trainee
_____ Other (Specify)

_____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.
**An aggregate of Level four(4) or better on all competencies in this guide is required.
***Evaluator should sign only when desired mastery level has been attained by intern.

Monitoring Parent Aides

The Evaluation Form for Parent Aides is used to monitor the involvement of parent aides in the community based program. This form is completed collaboratively by Community Coordinator, classroom teacher and the parent aide. The form provides information on the strengths and weaknesses of the program on utilization of parent aides in both instructional and non-instructional tasks.

Evaluation Form For Parent Aides

Name of Aide _____

Rating: *Low* *High*
1 2 3 4 5

___*Respect for children*
___*Understanding of instructional program*
___*Creativity*
___*Cooperation with teacher and other school staff*
___*Promptness*
___*Acceptance of criticism constructively*
___*Self-control and tact*
___*Voice quality*
___*Interest in children*
___*Carry out assignments fully*
___*Accept criticism constructively*
___*Supervision of children*
___*Contruction of teaching aids*
___*Operation of audio visual materials and machines*

Remarks: _____

_____

_____

_____ _____
Teacher's Signature *Date*

Remarks: _____

_____

_____

_____ _____
Community Coordinator's Signature *Date*

_____ _____
Teacher Aide's Signature *Date*

Evaluating Community Projects

The Checklist for Community Log is a form designed to insure intern documentation of community work and is completed by interns. The Community Coordinator also uses the form to check community logs as prepared by interns.

Name _____ Date _____

Checklist for Community Log
12th Cycle Norfolk Teacher Corps Project

	Yes	No
1. Daily Plans		
Objectives		
Activities		
Evaluation		
2. Calendar of Event (Record date and time of all special activities planned by you or community group - walking tours, movies, meetings, etc.)		
3. Keeps adequate records of community work in community log		

Intern Rating of Community Work

This form is used to evaluate intern in the community-based component. The form is completed by both interns and community coordinator. This rating scale is completed weekly to provide feedback for continued revision and improvement of the program and practices related to the Community Based Education Component of the Norfolk Teacher Corps Project.

Name _____ Date _____

Intern Rating of Community Work

	Rating Scale (Low → High)				
1. Participates in parent work sessions; conducts parent conferences if needed.	1	2	3	4	5
2. Plans and uses new ideas and innovations, in community work.	1	2	3	4	5
3. Demonstrates creativity where applicable and resourcefulness	1	2	3	4	5
4. Shows patience and understanding in working with children and parents.	1	2	3	4	5
5. Possesses a pleasant voice (warmth, friendliness)	1	2	3	4	5
6. Exhibits punctuality in observing time schedule, and meets responsibility of minimum 5 hours per week.	1	2	3	4	5
7. Exhibits appropriate enthusiasm and interest when working with pupils and parents.	1	2	3	4	5
8. Demonstrates abilities to intergrate learnings in school and non-school settings.	1	2	3	4	5
9. Communicates with parents about pupils' successes, as well as failures.	1	2	3	4	5
10. Directs pupils in cleaning up and maintaining a tidy space where the activity is held.	1	2	3	4	5

Documenting Inservice Activities

The samples presented in this section show four ways of documenting and evaluating inservice activities such as workshops, seminars, conferences and others. The first forms are identified by the alphabets A-D.

Form A is used to evaluate a formal presentation

Form B is used to evaluate a field trip

Form C is used to evaluate a demonstration, presentation, workshop and a seminar

Form D is used to evaluate both formal and informal inservice activities

12th Cycle Norfolk Teacher Corps

Form A

Evaluation of Presentation

Presentor(s) _____

Title _____

Date _____

	Yes	*No*
.The presentation was clear and helpful.	___	___
.Application and examples of how to use the ideas in the classroom or home were given.	___	___
.Materials (or ways to get the materials) for use in the classroom or home were given.	___	___
.The presentor should be included if session is provided again	___	___

Comments:

12th Cycle Norfolk Teacher Corps

Form B

Evaluation of Trip

Trip: _____

Date: _____

	Yes	*No*
The Trip taught me something about the community	____	____
The materials I picked up on the trip will help me work wirh children.	____	____
The person(s) I met on the trip helped me.	____	____

How: _____

_____

_____

_____

_____

Comments:

12th Cycle Norfolk Teacher Corps

Inservice Summary Sheet

Form C

Title of Activity/Session _____

Presentor(s)/Facilitator(s) _____

_____

Major Points

High Low

5 4 3 2 1

Group Rating

_____
Date

_____
Recorder

EVALUATION

Form D

Inservice Activity_____ Date_____

(Check appropriate responses)

1. Did you learn anything from the content and activities of this workshop?

   _____ I gained a new perspective on how to work more effectively.
   _____ I was engaged in learning throughout the workshop.
   _____ I was reminded of things I already knew.
   _____ I learned little.

(On questions 2-5, please check only one response)

2. What influence will what you learned at this inservice activity have in your daily work?

   _____ Will cause me to make major changes in the way I perform my job.
   _____ Will cause me to attempt some new practices
   _____ Will cause me to read, think, or study in the area a little more
   _____ Little or no influence

	To a small extent 1	2	3	4	To a great extent 5
3. Did you feel involved (physically, mentally, emotional) in the workshop?	_____	_____	_____	_____	_____
4. Was the activity well organized?	_____	_____	_____	_____	_____
5. Were the activities presented in an interesting way?	_____	_____	_____	_____	_____

6. WHAT THINGS IN THE ACTIVITY WILL BE MOST HELPFUL TO YOU?

7. WHAT THINGS IN THE ACTIVITY WILL BE OF LITTLE OR NO HELP TO YOU?

8. USE THE SPACE BELOW AND ON THE BACK FOR ANY ADDITIONAL COMMENTS.

Revising Project Materials

Revising Project Materials

This form is distributed with draft copies of project products that are disseminated to other project and interested persons. The data gathered is used to revise project products.

FEEDBACK-RESPONSE-SHEET

Norfolk State College
12th Cycle Norfolk Teacher Corps Project

External Review Request

The attached draft material is one of a series of projects being developed by the 12th Cycle Norfolk Teacher Corps Project. The staff would appreciate your use and review of these materials.

1. *What audience do you see these materials suitable for?*

   _____*Teacher training faculties*
   _____*Inservice teachers*
   _____*Prospective teachers*
   _____*Others (Please Specify)*

2. *What suggestions/comments do you have to offer concerning these materials?*

   a. *Content/theme*

   b. *Format*

   c. *Other (Specify)*

3. *Would you recommend any addition or deletion to these materials for making it more suitable to the needs of the audience identified above:*

4. *What parts of these materials are of:*

   a. *most interest to you and why?*

   b. *least interest to you and why?*

5. *I am: (check one of the following)*

   a. *Student*
      __ *Education*
      __ *Non-education*

   b. *College faculty*
      __ *Education Department*
      __ *Non-education Department*

   c. *Experienced School Teacher*
      __ *Elementary*
      __ *Other* _____

   d. __ *Institution/project representative (please specify)*

6. *Other comments, suggestions or criticisims which you may have to offer:*

Thank you for your interest and time